## Year 6 Curriculum Newsletter



## Term 3

Dear parents and carers,

We hope you have all had a lovely Christmas break. Our dojo challenge project this half term has a History focus and will be due in on Monday 10<sup>th</sup> February (see separate dojo post for details). We can't wait to see what the children create!

This half term we will be having our Forest School sessions (on Wednesdays) which we are very much looking forward to (a Dojo post with all of the details of these sessions was sent out before the Christmas break). Therefore, our PE days this half term will be a Tuesday and a Thursday. The Year 6 Team

## What is happening this term?

For other whole school events please see the whole school dojo. We will keep you up to date with Year 6 events on our class dojo pages.

Monday 20<sup>th</sup> January – Duston Library Visit Wednesday 29<sup>th</sup> January – Family Reading Monday 3<sup>rd</sup> February – Year 6 NHS Height and Weight Check W/B Monday 3<sup>rd</sup> February – Children's Mental Health Week

Wednesday 12<sup>th</sup> February – Friendship Disco

The Value that we are focusing on this term is:

Respect

## Key Learning

Subject and Topic	Overview	Key knowledge
English	Reading	<ul> <li>During our reading lessons this half term we will be reading Letters from the Lighthouse by Emma Carroll. This wonderful novel is set during World War II and is a story that is wrapped in mystery, secrecy and suspense. Twists, turns, coded messages and conflicts prevail in this beautifully pitched story that provides a fine balance between sensitivity and adventure.</li> <li>Throughout our reading lessons we will be exploring the range of VIPERS skills:</li> <li>Vocabulary – explain the meaning of words in context</li> <li>Inference – make inferences about the text/explain and justify inferences with reference to the text</li> <li>Predict – to predict what might happen based on the events so far, and details that are implied in the text.</li> <li>Explain – explain how meaning is enhanced through choice of words and phrases</li> <li>Retrieve – retrieve and record information and identify key details from the text</li> <li>Summarise - to recap the events of a narrative and put them in order (sequence) or sum them up (summarise)</li> </ul>

AGENCY DAVID BADDIEL	<u>Leopards Class Story:</u> During our class story reading sessions we will reading <b>The Parent</b> <b>Agency by David Baddiel</b> . This book is a 'brilliantly funny, gripping novel from a born storyteller [and] is an epic wish-fulfilment adventure for every child – and for the child in everyone'.
THE MARKET REPORT OF THE PARTY	<u>Elephants Class Story:</u> During our class reading sessions we will be reading <b>The Boy at the</b> <b>Back of the Class by Onjali Q. Rauf.</b> Told with heart and humour, The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.
Writing	The Selfish Giant
	by Oscar Wilde
and the second	Illustrated by Ritva Voutila
THE SELFISH	Fiction – Classic narrative
GIANT 1	
CSCAR WILDE	Writing outcome: To write a version of the Selfish Giant narrative
	- choosing either a retelling in 1st or 3rd person or from a
Renard by	character's point of view
Ritva Veutila	- To use expanded noun phrases to convey complicated
	information concisely
	- To integrate dialogue to convey character and advance the
	action
	- To select appropriate grammar and vocabulary
	- To use brackets, dashes or commas to indicate parenthesis
	- To extend the range of sentences with more than one clause by
	using a wider range of conjunctions - To distinguish between the language of speech and writing
	- To recognise vocabulary and structures for formal speech and
	writing, including subjunctive forms
	- To use passive verbs
	- To use semi-colons to mark boundaries between independent
	clauses
	- To use language carefully to influence the reader's opinion of a character, place or situation
	- To use archaic (old fashioned) language
	- To use paragraphs to vary pace and emphasis
	- To use dialogue to explain the plot, reveal new information,
	show character or relationships or to convey mood
	- To give clues to the reader about when the story takes place -
	what characters are wearing, buildings, horse drawn carriage
	rather than cars etc.
Spelling	We are following the Spelling Shed scheme of learning and will be be covering the following:
W Spelling Shed	- Words with the short vowel sound/i/ spelled 'y'
	- Words with the long vowel sound/igh/ spelled 'y'
	- Adding the prefix '-over'
	- Words with the suffix '-ful'
	- Words that can be nouns and verbs
	- Words with an /oa/ sound spelled 'ou' or 'ow'

Mathematics	Measurement:	Key knowledge
	Conversions	Metric measures
+ ×	Conversions	Converting metric measures
		Calculating with metric measures
Maths		Miles and kilometres
		Imperial measures
		Key vocabulary
		Mass, gram (g), kilogram (kg), capacity, volume, millilitre (ml), litre
		(l), millimetre (mm), centimetre (cm), kilometre (km), foot, inch,
		ounce, pound, stone, pint, gallon.
	Datia	Key knowledge
	Ratio	Use ratio language
		Introduction to the ratio symbol
		Ratio and fractions
		Scale drawing
		Using scale factors
		Similar shapes
		Ratio problems
		Proportion problems
		Recipes
		Key vocabulary
		ratio, proportion, "for everythere are" part, whole, scale
		factor, enlargement, similar shapes, length, width, perimeter.
Science	I wonder why?	Key Knowledge
	Linked with	The knowledge in this unit will be dictated by the questions and
Science		interests of the children.
Science	Forest School	interests of the children.
Science		interests of the children. <u>Key Vocabulary</u>
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History	The Tudors	Key Knowledge
History		• To be able to place historical events and people from The
	This unit will teach	Tudors in a chronological framework
histor	the children about who the Tudors	ullet To correctly use dates associated with the time period
story	were and what life was like for them.	<ul> <li>To summarise who King Henry VIII was and why he had so many wives?</li> </ul>
		• To explain how Henry VIII's decision to break away from the Catholic Church impacted on Tudor life and our life today?
		<ul> <li>To recognise how Tudor life was similar/different from life today</li> </ul>
		Key Vocabulary
		Henry VII, Parliament, Monarch, Century
· · · · · · · · · · · · · · ·	Climate Change	Key Knowledge
Music	(The Time is Now)	This unit is about highlighting the damage that has been done by human activity to accelerate the pace of global climate change,
		explored through song. The Climate Change Song is not just a list of facts. It is a rallying
A A A A A A A A A A A A A A A A A A A		cry for a generation to change the way we humans interact with
		the world around us because, quite literallyThe Time Is Now!
		<u>Key Vocabulary</u> Unison, harmony, rap, electronic drums, synthesised bass,
		synthesisers (keyboards), ukulele, mandolin, fossil fuels,
		deforestation, large-scale farming, habitat, pollution, greener
		solution.
Personal Social	Discrimination	Key Knowledge
Health and		- To understand what is meant by discrimination
Relationship		- To be able to describe and identify examples of discrimination
Education		- To understand the impact of discrimination on individuals and
Education		society - To explore the Equality Act
FYCO		
A THE D		Key Vocabulary
		Discrimination, equality, inequality, fairness, impact
	Extremism	Key Knowledge
		- To understand how people can be influenced by others (both
		positively and negatively)
		<ul> <li>To understand what is meant by 'prejudiced extremist views'</li> <li>To understand how to manage negative influences</li> </ul>
		- To understand when and how to seek support
		Key Vocabulary
		influence, manipulation, persuasion, vulnerable, extremism, extremist, prejudice
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	Mental Health & Wellbeing	<u>Key Knowledge</u> - To understand what wellbeing means and how they have personal responsibility for their own well being - To understand what can support positive wellbeing and what harms positive wellbeing - To understand the circle of control and how this supports wellbeing <u>Key Vocabulary</u> responsibility, wellbeing, mindfulness, self- care, asking for
		help, personal responsibility
Physical Education	Gymnastics	Key Knowledge         - To create sequences involving travelling, balancing, holding shapes, jumping, leaping and stretching         - To demonstrate precise and controlled placement of body parts in their actions, shapes and balances         - To confidently use equipment         - To apply skills and techniques consistently, showing precision and control         - To develop strength, technique and flexibility throughout
		performances <u>Key Vocabulary</u> Sequence, routine, control, turn, direction, level, action, pathway, rolling, jumping, travelling, balancing
Religious Education	What is important to Christians and Humanists?	<ul> <li><u>Key Knowledge</u></li> <li>Why do rules matter?</li> <li>What is a Humanist?</li> <li>What do we know about good and bad, right and wrong?</li> <li>What codes for living do Christians try and follow?</li> <li>Do Christians and Humanists share any values?</li> <li>Can I make a code for living?</li> </ul>
		<u>Key Vocabulary</u> Code, Commandments, Duty, Humanism, Logic, Morality, Reason, Rules, Support, Values.
Spanish	Sports	<ul> <li>Key Knowledge         <ul> <li>To know different sports in Spanish.</li> </ul> </li> <li>To understand the language needed to discuss different sports and events.         <ul> <li>To be able to ask questions that relate to sport.</li> </ul> </li> </ul>